LIII
.A3L43
v.65

Inter-American Education Demonstration Centers

REPORT OF PROJECT . . . JANUARY–JUNE 1942

Leaflet No. 65

FEDERAL SECURITY AGENCY . . . . . U. S. OFFICE OF EDUCATION

LIII
A3L43
v.65

Leaflet No. 65

Federal Security Agency.....PAUL V. McNUTT, Administrator

U. S. OFFICE OF EDUCATION.....JOHN W. STUDEBAKER, Commissioner

UNITED STATES GOVERMENT PRINTING OFFICE - - - WASHINGTON : 1943

Inter-American Education Demonstration Centers

REPORT OF PROJECT...JANUARY–JUNE 1942

HELEN K. MACKINTOSH

assisted by

Juanita MacDougald Melchior

Children of Different Nationalities Work Together on a Common Interest in the Schools of Santa Barbara, Calif.

OVER-ALL SUMMARY

OF THE PROGRAM

THE INTER-AMERICAN Demonstration Center Project initiated in November 1941 with funds to run until June 30, 1942, was a responsibility of the U. S. Office of Education in cooperation with the Office of the Coordinator of Inter-American Affairs. The centers, 31 in number, were scattered throughout the country from New York to California, and from Michigan to Texas.

Centers were chosen primarily because they were already doing significant work in the study of the other American republics. Since it seemed wise to have a variety of situations illustrated, schools of the following types were included: City, small town, parochial, county system, private school, teachers college, university, whole State, and State department of education. Elementary, junior, and senior high schools, junior college, and college levels were represented. A few centers consisted of a single school or small school system, or several schools in a large city system. Many were represented by a teachers college or university with allied city schools, or with schools and colleges within a radius of from 50 to 100 miles.

The establishment of centers had for its purpose the development of a better understanding and a greater appreciation of the other American republics among children, young people, and teachers. Some schools accomplished this purpose (1) through integrating or expanding elements already in existing courses in art, music, social studies, physical education, science, literature, home economics, and other fields; (2) through developing new activities in the form of clubs, correspondence exchanges, fiestas; (3) through developing teaching materials in the form of units, bibliographies, and other types of helps; (4) through giving different emphasis to inter-American studies by means of community-wide activities. Other schools accomplished their purpose by introducing new courses into the curriculum, by setting up workshops, by organizing conferences, by adding to or building up libraries, and by discovering movie films and radio programs.

The U. S. Office of Education avoided the imposition of a set program, but expected each center to develop an inter-American emphasis in keeping with its interests, needs, and resources. It offered leadership in the form of an office coordinator, a project supervisor, and three field representatives who had the qualifications primarily of good supervisors, but who had a genuine interest and some background of experience with things Latin American. There were a few special consultants in fields such as music, art, and social studies who were available to centers for short periods of time.

GROWTH OF CENTERS DURING A 6-MONTH PERIOD

Beginnings of the Project

In the late fall of 1941 a number of schools which had already initiated inter-American activities, or which had been recommended by State superintendents of public instruction, were invited to cooperate with the U. S. Office of Education in developing a program for the study of the other American republics. By January 1942 an office and field staff had been assembled and plans had been drawn up cooperatively, to launch the project. The following principles were agreed upon as a possible point of departure. The program should: (1) be a continuous one beginning with children in early elementary grades and continuing into the college level; (2) be adopted on a long-time basis; (3) cut across all subject-matter lines, including every aspect of the school program which could emphasize the other American republics in a natural rather than a forced way; (4) be integrated into the ongoing school activities wherever possible, rather than to be introduced as a new subject or unit; (5) be adapted to the maturity of the pupils concerned; (6) emphasize an understanding and appreciation of Spanish-speaking people in the communities related to the project; (7) extend school activities into the community, reenforce Latin American programs already under way, and utilize all existing community resources; (8) emphasize pre-service

A Young Spanish-American Shares a Family Treasure with His Schoolmates in Redlands, Calif.

and in-service teacher education in the social, economic, political, and cultural problems of the other Americas.

After a preliminary conference of a week in Washington the Office coordinator and the field representatives, as a group, visited several prospective centers. Each representative then began initial visits to centers in his area. He worked through a local coordinator who was usually assisted by a steering committee representing all school levels and interests. Sometimes lay citizens were members of this group, and students were sometimes included. During the period January through June 1942, each field representative visited the centers assigned him approximately three times. Field representatives and centers concentrated primarily on popularizing the program in inter-American studies, but at the same time developed many activities which have already become an integral part of the ongoing school program. A number of centers made preliminary plans for the year 1942–43. The 31 centers represented at the beginning various stages in development of both thinking and effort.

Description of Center

The term "center" was used loosely to designate a single school housed in one building, as in the Campus School of Catholic University; a California county containing some 64 school districts, ranging from one-room rural schools to small city systems; or an entire State as in the case of Louisiana. It was planned in each instance that the program would spread radially from the center into a surrounding area. The term "demonstration" was used in a broad sense to show how a school or community, or the schools of an area, could organize themselves for work, and could modify their existing educational programs to include more and different emphasis upon inter-American studies.

The officially designated centers for the project with their local coordinators and cooperating units as indicated in the final reports from centers were as follows:

Arizona

Phoenix—Avery F. Olney, Curriculum Coordinator, Phoenix Union High School.	14 elementary schools; 1 junior high school; 3 high schools; Phoenix Junior College.

California

Claremont—Margaret Husson, Associate Professor of Spanish, Claremont Colleges.	Claremont Colleges, Pomona College, and Scripps College.
Los Angeles—Flaud C. Wooton, Associate Professor of Education, University of California.	Elementary and high schools of University of California at Los Angeles, Los Angeles, Long Beach, Pasadena, Glendale, Alhambra, South Pasadena, Burbank, Santa Monica, and Los Angeles County. Elementary schools of Beverly Hills, Compton, Inglewood, and Redondo Beach.
San Bernardino County—Mrs. Ruth Reed, General Supervisor, Office of County Superintendent of Schools, San Bernardino.	53 school districts, including rural schools, elementary and high schools of Redlands, San Bernardino, Needles, Ontario; Colton High School; Chaffee High School and Junior College; San Bernardino Valley Junior College, Redlands University.

Colorado

Denver—Wilhelmina Hill, Department of Education, University of Denver.	University of Denver.
Greeley—W. D. Armentrout, Vice President, Colorado State College of Education.	Colorado State College of Education, Ernest Horn Elementary School, and Colorado State College High School.

District of Columbia

Washington—Bertie Backus, Principal, Alice Deal Junior High School.	Alice Deal Junior High School and Central High School.
Sister Anselm, Principal, Campus School, Catholic University.	Campus School of Catholic University

Florida

Gainesville—Douglas Haygood, Associate Professor of Education, University of Florida.	University of Florida; P. K. Yonge Laboratory School, University of Tampa, and some Tampa elementary and secondary schools; schools in Alachua and Hillsborough Counties; State Department of Education; and Florida State College for Women.

Illinois

Evanston—Edna Dean Baker, President, National College of Education.	National College of Education; Laboratory School of the National College of Education.

Indiana

Muncie—Earl A. Johnson, Principal, Burris Training School, Ball State Teachers College.	Burris Training School, Laboratory High School, and City High School.
Terre Haute—Mary D. Reed, Assistant Director, Division of Teaching, Laboratory School, Indiana State Teachers College.	Laboratory School, elementary and high schools of the city, and St. Mary-of-the-Woods College.

Iowa

Iowa City—Ernest Horn, Professor of Education, State University of Iowa.	State University of Iowa.

Primary Children in Los Angeles Manipulate Puppets and Boats They Have Made on a Room-Size Map of the Americas.

Kansas

Winfield—Evan E. Evans, Superintendent of Schools.	Winfield schools to include 5 elementary, 1 junior high, 1 senior high, St. John's Lutheran College, and Southwestern College.

Louisiana

Baton Rouge—S. R. Emmons, Supervisor of Social Studies, State Department of Education.	Elementary and high schools in the 67 parishes, Louisiana State Normal School (Natchitoches), Southwestern Louisiana Institute (Lafayette), Louisiana State University, Louisiana State Polytechnic Institute, and the State Department of Education.

Michigan

Ann Arbor—Raleigh Schorling, Division of Instruction, University High School, University of Michigan.	University of Michigan, University elementary and high school; Bach Elementary and the High School, Ann Arbor; Ypsilanti High School.
Detroit—Manley E. Irwin, Divisional Director of Instruction, Board of Education.	Poe Elementary, Hutchins Intermediate, Eastern High, Cass Technical High, Wayne University.

Missouri

Webster Groves—Charles E. Garner, Assistant Superintendent of Schools.	5 elementary, 1 junior and 1 senior high school.

New Jersey

Jersey City—Ferdinand Labastille, Professor of Languages, New Jersey State Teachers College.	Jersey City State Teachers College and Demonstration School; elementary and secondary schools, area served by the College; Newark State Teachers College.

New Mexico

Albuquerque—John Milne, Superintendent of Schools.	Albuquerque elementary and secondary schools, Bernalillo County, and the University of New Mexico.
Albuquerque—Joaquin Ortega, Director, School of Inter-American Affairs, University of New Mexico	University of New Mexico.

New York

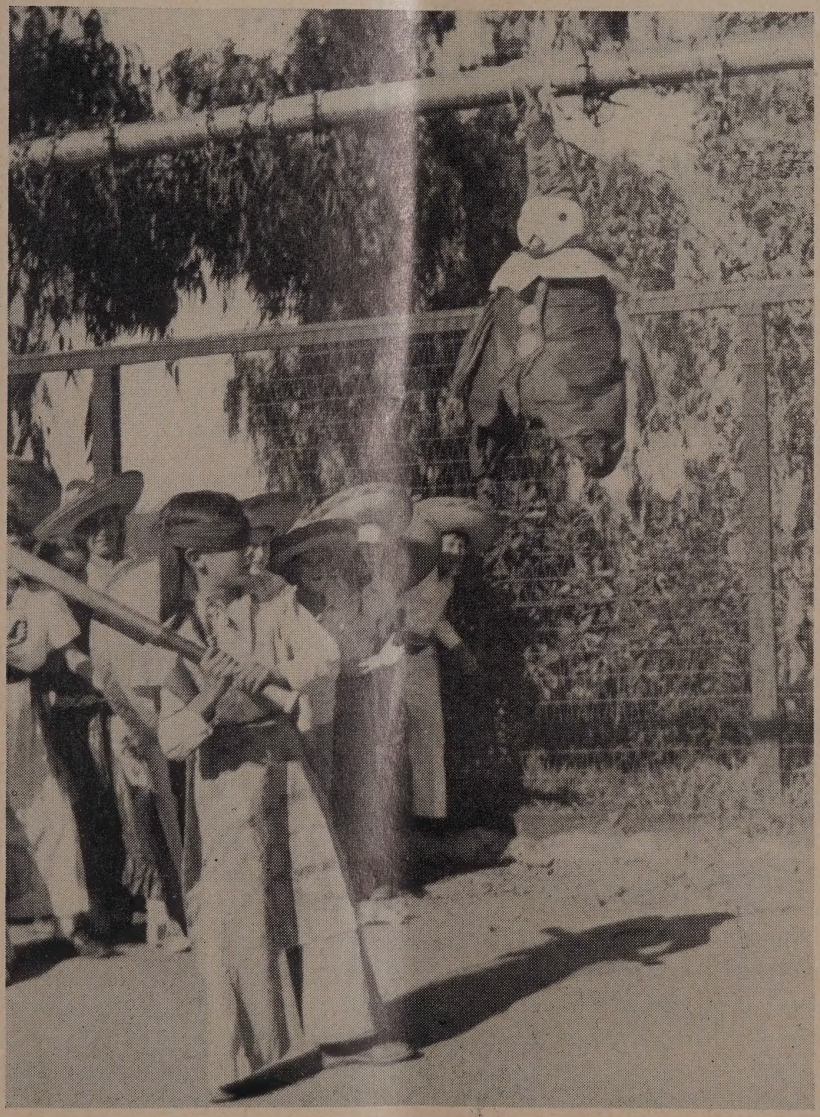
New York—Sister Mary Vivian, Principal, Corpus Christi School.	Corpus Christi School.
Rebecca Coffin, Principal, Lincoln School, Teachers College.	Lincoln School of Teachers College.
Joshua Hochstein, Evander Childs High School.	Evander Childs High School.
Syracuse—William L. Tayler, School of Citizenship, Syracuse University.	Syracuse University; City Normal School; Syracuse and Solvay elementary and high schools; State Normal School, Oswego; clubs and community groups.

Oregon

La Grande—John M. Miller, Director, Teacher Training, Eastern Oregon College of Education.

Eastern Oregon College of Education; Ackerman Training School; public schools; 9 counties, including Union and Baker.

Los Angeles Children Make and Break a Piñata to Have the Fun of Sharing Its Gifts.



Pennsylvania

Philadelphia—E. D. Grizzell, Professor of Secondary Education, University of Pennsylvania.	University of Pennsylvania, Philadelphia High School for Girls, elementary and high schools in surrounding area.
State College—P. C. Weaver, Assistant Director, Summer Sessions, Pennsylvania State College.	Pennsylvania State College, city schools of Altoona, Bellefonte, and State College, Lock Haven State, Teachers College, and Bucknell University.

Tennessee

Memphis—Arthur Rauscher, Supervisor, Shelby County Elementary Schools.	County schools, including Germantown, Millington, White Station, White Haven, Bartlett, Gregg, Collierville, Rosemark; Southwestern, University and Memphis State College.

Texas

Austin—George I. Sánchez, Professor of Education, University of Texas.	University of Texas.

Utah

Salt Lake City—Jennie Campbell, Director, Elementary Education, and Burton K. Farnsworth, Director, Secondary Education, State Department of Education.	Elementary schools of Jordan, Alpine, and Provo school districts, especially those of Midvale, Riverton, Murray, Lehi, and Provo and Jordan High Schools. Brigham Young University, University of Utah, and Utah State Agricultural College.

Washington

Olympia—Pearl A. Wanamaker, State Superintendent of Public Instruction, and Paul W. Pinckney, Supervisor of Special Curriculum Units, State Department of Education.	Selected elementary and secondary schools of the State, including high schools of Olympia, Longview, Spokane, and Tacoma; University of Washington; Western Washington College of Education; Eastern Washington College of Education; and Central Washington College of Education.

Wisconsin

Madison—Glen G. Eye, Principal, University High School, University of Wisconsin.	University of Wisconsin High School and Cambridge Community School.

How Centers Organized for Work

The unique and significant activities from centers and their cooperating units are featured in the section that follows. The typical procedure when a field representative made his first visit to the center was to confer with the person who had been designated as local coordinator for the project. In four instances local coordinators were specifically freed from other responsibilities in order to give emphasis to the inter-American

Central American Children, Attending Eugene Field School, Albuquerque, Demonstrate a Dance of the Indians of Their Native Country, El Salvador.

program. Six coordinators by the nature of their particular jobs were able to make the inter-American program their program for the 6-month period. Other coordinators accepted the job as an addition to an already well-filled program.

Usually the local coordinator or the local administrator called together a small group of persons as a committee representing all school levels and interests to plan the program. In a number of instances representatives of the State department of education, the local county superintendent, representatives of community organizations, service clubs, radio stations, labor and youth groups, lay citizens, and school administrators from a surrounding area, as well as representatives of the other American republics, were called in as a conference group to hear about the proposed program of the U. S. Office of Education and to suggest how it might fit the needs and possibilities of the local community. Usually certain goals were set up to be realized by the time of the next visit of the field representative.

How Curricula Were Modified or Changed

The evidences of curriculum modifications were many and varied. These can be classified as changes in courses of study, in school activities, and in community activities. The initial conference of staff members usually revealed that although social studies represented the largest section of the program in which modifications could take place, art, music, physical education, literature, science, home economics, agriculture, Spanish, printing, and other fields also represented possibilities. At the college level, for example, the University of Denver incorporated study of the other American republics into courses in anthropology, history, Spanish, economics, geography, international relations, library science, philosophy, and ethnology, as well as other fields. The University of Washington through its interdepartmental committee is bringing about curriculum changes. The Jersey City State Teachers College, University of New Mexico, and University of Michigan offer courses in the inter-American field. Syracuse University has a carefully outlined sequence of Latin American courses. Courses at Eastern Oregon College of Education were adjusted or modified in the fields of geography, economics, sociology, Oregon history, world literature, contemporary literature, speech, dramatics, art, music, and physical education, in order to secure more emphasis on Latin America. In a similar fashion Claremont Colleges undertook to see that economics, sociology, French, geography, anthropology, and zoology were so organized as to recognize the implications for inter-American studies.

At the high-school level frequent mention was made of expanding the course in American history to include South and Central America as well as North America, or of adding to the course in problems of democracy some aspects of hemispheric solidarity. At the elementary level it was natural through comparison and contrast to use our neighbors to the south as the basis for units of work. In both Indiana and Colorado the State elementary course of study in the social studies, which was in the process of development, was planned to include the Latin American emphasis, through the interest of center staff members. The Missouri State Department of Education has issued a social studies publication which includes a Latin American unit for the secondary school level.

New courses were often added, although they were apt to be elective and made available to only a comparatively small number of students and would tend to disappear when the emergency is past. Several mentions were made of the introduction of the teaching of Portuguese at both college and high-school levels. Courses under various titles were added in the field of Latin-American history. The State of Washington

developed a course labeled "The Pacific Rim" which includes some of the other American republics.

One of the courses reported as changing its emphasis materially was Spanish. It is not fair to say that centers were responsible for this modification which was already under way. Rather they served to reiterate the feeling of many persons that Spanish should be taught from the Latin-American point of view instead of that of "Old Spain," and that it should be taught against the cultural, social, political, economic background of today. A committee of high-school teachers in Detroit is studying ways of making Spanish more interesting and vital to students. The problem was frequently raised concerning the teaching of Spanish in the elementary school. In Corpus Christi, Tex., Spanish is begun in grade 3. Elsewhere it is more often begun in grade 6. At the National College of Education the Spanish program covers grades 6 to 8. Increasing attention is being given to this problem throughout Texas and New Mexico. In a few places Spanish is begun in grade 7 on the theory that once Spanish is introduced it should run continuously throughout the senior high school and beyond.

School and classroom activities.—Elementary school children in Phoenix, Ariz., and the Ernest Horn Elementary School in Greeley, Colo., ex-

Phoenix Union High School Students Stage a Pan American Tableau.

changed visits with Spanish-speaking children in their respective communities. In Phoenix, English-speaking children who visited Spanish-speaking children were entertained with a piñata and were taught games and songs by the hosts and hostesses; at Greeley the two groups combined to present a program and then enjoyed a picnic lunch on the school lawn. ★ In Dallas, Tex., a junior high school gave an assembly program honoring Mexican children. ★ In the Santa Monica, Calif., junior high school, the teacher of Spanish organized her room as a laboratory, painted furniture in colorful Spanish style, exhibited many books and many realia, and developed a puppet theater with a Mexican motif to give a Spanish atmosphere to the classes conducted in that room. A Spanish teacher in Colton Union High School, Calif., planned her classroom in a somewhat similar fashion. ★ In Winfield, Kans., a high-school student adapted a Chilean folk tune for orchestration and the school orchestra included it in their programs. The Winfield representative to the State oratorical contest of the Future Farmers of America used "The Good Neighbor" as his topic. ★ In Shelby County, Tenn., the second-year Spanish class at the Bartlett School translated a geography of Argentina which they used for study purposes. San Bernardino Valley Junior College instituted a translation service for its own community of materials written in Spanish. ★ In one of the elementary schools in Dallas, Tex., in the P. K. Yonge Laboratory School at the University of Florida, at the Bristol School in Webster Groves, Mo., in a junior high school in Albuquerque, N. Mex., at the Corpus Christi School in New York City, and in Detroit, Mich., one issue of the school newspaper was devoted to inter-American interests, in addition to mention in regular issues.

In Detroit, first-hand experiences of Mexican children enrolled in the elementary schools are used as a basis for discussing the traditions and customs of Mexico. Supplementing this as a source of information are the 9 rotating classroom libraries of 40 books each dealing with various phases of child life in Latin America, which have been developed by the literature department of the elementary school for a teaching unit called "Children of Latin America." ★ At Washington High School, Louisiana, third- and fourth-grade children secured many varieties of Mexican plants to start a plant collection. The whole school shared in the project. The collection grew to include specimens from many lands. In Phoenix, the senior class wrote its own history of the other American republics which was entitled "One Hemisphere Indivisible." ★ Albuquerque had two families from El Salvador and one from Honduras with children who through their own personal interest, background, and information and their willingness to share pictures and realia helped vitalize the learning experiences of the whole school. Students in home economics both in Phoenix and in Redlands, Calif., staged fashion shows to demonstrate the

Latin-American influence on 1942 clothes the North American woman wears. In the latter school Mexican girls demonstrated special dishes. ★ Winfield organized their junior-senior banquet around the Latin-American theme. Olympia, Wash., did the same for its junior prom.

Phoenix junior high schools have a program for Spanish-speaking children which calls for two periods in the day in which the same teacher works with them on their oral and written English and also on their oral and written Spanish so that a cross-fertilization of experience occurs. ★ Olympia and Albuquerque entertained Latin-American student pilots who were quartered at nearby airfields of their respective towns and have carried on correspondence with the pilots who have been transferred. ★ In Detroit the general language department which offers an orientation course for the junior high school level in a number of languages, including Spanish, conducted an exhibit on "Language as a Means of Communication." In Detroit, also, a children's museum exhibit was held in which Latin-American materials were featured. Children of Poe School were so much interested that they developed a museum of their own. The museum exhibit tied in closely with the teachers' workshop for some 300 teachers conducted at Wayne University, which included emphasis upon the inter-American theme. Teachers prepared from scrap and waste materials a great variety of realia to be used in the inter-American program. The University of Pennsylvania at its annual Schoolmen's Conference featured an exhibit of inter-American materials and realia which was visited by several thousand persons. ★ Michigan has a State Committee on Inter-Cultural Education to which center members made a contribution. The University of Michigan held an English Institute for Latin Americans and English teachers of Latin-American students. The local coordinator at the University of Florida cooperated with another staff member in selecting and defining for the Dictionary of Education all educational terms used in all the other American republics where Spanish is spoken. ★ The University of Washington received 75 Latin-American publications as exchanges. This same State has a State-wide Committee on Latin-American Affairs, consisting of 32 members. ★ Casa Española, a residence hall for women at Pomona College, is being opened for the first time.

Phoenix, and Jordan District, Utah, made contacts with Mexican consuls. ★ The Utah State Department of Education featured a circular letter for elementary schools in behalf of inter-American studies. ★ In many of the centers, a materials bureau, or a loan packet service, or a speakers exchange, has been set up. San Bernardino County, Calif., assembled in the office of the county superintendent of schools books, pictures, and realia available on loan to teachers of the county. From the time of its initiation until May 11, there were 75 visitors. This same county compiled a list

of schools featuring inter-American studies where visits could be made by interested persons. Centers which have used some or all of these techniques include: Santa Monica with its source directory of speakers on Latin American countries, University of Michigan, and State Department of Education in Washington with a speakers bureau; the Utah Center, and Greeley, Colo., with repositories of materials for loan to schools; Shelby County, Tenn., Webster Groves, Mo., Los Angeles County, and Eastern Oregon College of Education, with bureaus of materials; the State of Louisiana with a similar bureau set up through its State library organization; Claremont Colleges with materials on Latin America assembled in its curriculum laboratory; Redlands, Calif., with its unused classroom converted into a materials library with items available for loan to teachers of that city; Jersey City State Teachers College has developed loan packets for teachers not only in the area which that institution serves but also in other sections of the State. The University of Florida has developed a similar plan.

The State superintendent of public instruction in Wisconsin included in a questionnaire to high-school principals issued in the spring of 1942, the following items: Has the study of Latin America been an integral part of your curriculum this semester? Was it a one-semester course? Unit of history course? Correlated with geography? What are the plans for next September?

These many and varied activities offer possible leads to schools that wish to vitalize their programs through inter-American channels. Spanish and Pan American clubs are important activities. Many of these are local in character, others are affiliated with regional or Nation-wide clubs. The project can claim no part in establishing these clubs, although it has in a number of instances stimulated increased activity. In some clubs, study groups are the rule; in others correspondence is emphasized. Many schools use the American Junior Red Cross correspondence exchange plan. Others secure names of individual students from correspondence bureaus or by other means. In a few rural schools of a large California county, clubs emphasize membership of both Spanish-speaking and English-speaking young people. In Corpus Christi, Tex., there is a club in all schools, both elementary and secondary, designed to further inter-American friendship through informal means. In Longview, Wash., the Spanish clubs sponsored under this slogan "Defense Through Friendship," a radio program, an all-school assembly, publication of essays in the local paper, organization of Latin American displays for stores, and presentation of programs for service clubs.

A number of schools have staged fiestas as a culmination of activities in the inter-American field. *The Masque of the Yellow Moon* in Phoenix is an outstanding event for the schools and for the community. The

annual *May Masque* at Claremont Colleges was developed this year around a South American theme. Southwestern Louisiana Institute presented a pageant centered on a Latin American theme. During the summer Pennsylvania State College staged a fiesta which was an outgrowth of the work in home economics, art, music, and physical education. Five thousand persons from the college, the local community, surrounding communities, and cooperating units of that center as far distant as Altoona, Bellefonte, Bucknell University, and Lock Haven State Teachers College participated in the occasion.

These illustrations are representative of hundreds reported in the course of the work with demonstration centers. They are significant because they indicate something of the length and breadth of the project, as well as the direction which inter-American studies may take in terms of the long-time program.

Libraries and the Program

Closely related to the activities reported is the support given by libraries to the inter-American program. Many libraries set aside book shelves or an alcove in which all books on Latin American subjects were assembled. Evander Childs High School and Jersey City State Teachers College libraries have organized pamphlets, bulletins, and mimeographed materials in the inter-American field so that they are readily available to students. Salt Lake County Library, Seattle Public Library, Jersey City State Teachers College, the University of Florida, and Claremont Colleges through their curriculum laboratories have emphasized the contribution of the library.

The University of Washington, Seattle Public Library, and the Seattle public schools joined in sponsoring the Americas Book Exhibit in the fall of 1941. At the request of the State Department of Education the Washington State Library purchased books which were loaned to the department for inclusion in their exhibits used in a State conference, 17 regional conferences, and a parent-teacher association conference. In this same State inter-American reading centers have been introduced in various libraries. St. Mary-of-the-Woods College, a cooperating unit in the center at Indiana State Teachers College, has a unique collection of 50 children's books printed in Latin America.

There were hundreds of classrooms in which library reference books on inter-American subjects have been used as a basis for solving problems and contributing to discussion. A striking illustration of one classroom activity comes from the Albuquerque High School. The members of the senior class in United States history found they had little knowledge of the other American republics. They decided to find what books were available to them in the school, public, and university libraries. They

organized themselves into three committees, each of which was to discover the resources of one of the libraries. For each book the student made out three cards—author, country, and subject. These were converted by a reviewing committee into a three-way cross index which was then available not only to students but to townspeople as well. As students did a job which had a real purpose, they found curiosity and interest stimulated in a wide variety of fields that related to inter-American studies.

Radio and Films

Closely related to the contributions of the library are those of radio, films, and recordings. Los Angeles County carried on a number of projects in this area of interest. Committees of teachers evaluated available radio programs and films. The Los Angeles County Radio Log included monthly listings of about 15 radio programs on Latin America. The script loan service of this same county included materials on leading artists, and great men and women of the other American republics for classroom and assembly production. Indiana State Teachers College had a radio workshop which devoted time to Latin American topics. Louisiana had a State committee on audio-visual aids which concentrated on Latin America. The Division of Latin American Relations of the University of Louisiana offered a number of Latin American broadcasts to schools from which recordings were made. Albuquerque radio stations broadcast Spanish programs regularly. The Lincoln School of Teachers College made a broadcast to Latin America in which Mr. Rockefeller, Coordinator of Inter-American Affairs, participated. Utah and the University of Florida both reported use of radio programs, and many individuals used the School of the Air broadcasts.

No complete report was made of the number and variety of films used. The extension division of the University of Florida routed films from the Office of the Coordinator of Inter-American Affairs throughout the State. The elementary school of the University of California at Los Angeles filmed a unit of work on the Rubber Gatherers in a fourth-grade class. Much wider use can be made of visual aids both for summarizing and recording activities.

Teacher Education

Conferences.—In a sense, the whole project has been a program in teacher education, aimed primarily at teachers in service, although it has included prospective teachers too. In several communities such as Winfield and San Bernardino the planning committee arranged for a series of lectures for teachers and townspeople. Through the College of Puget Sound the schools of Tacoma, Wash., arranged a course for credit attended by 190 teachers at a cost of $1.50 each. This series included

Latin America: Its Geographical, Economic, Historical, Political, Religious, Educational, and Cultural Life. Comparable to this program but with many added activities was the Latin American workshop carried on one evening a week during the spring quarter at the University of Denver.

In October 1941 Winfield converted its annual fall clinic into an inter-American conference attended by some 400 teachers. Lincoln School of Teachers College financed 4 teachers in special courses at Columbia. The Campus School at Catholic University had a series of talks by a member of the faculty who had visited Latin American countries. In Louisiana a State-wide meeting presenting the inter-American program was held for parish supervisors. The field representative and the local coordinator made visits to each of the State teacher-training institutions and met with supervisors and teachers in 10 selected parishes.

The Washington State Department of Education sponsored 17 regional conferences in cooperation with the regional curriculum committees of the State, and held another conference jointly with the College of Education, University of Washington. The exhibit of books and materials collected by the State Department of Education was a high spot in each meeting. Discussions, lectures, movies, panel discussions, demonstrations by children, and exhibits of art work were features of a number of the conferences. Attendance ranged from 30 to 170 at the various meetings. Several of the Washington colleges conducted curriculum workshops during the summer.

The western field representative held a conference with a group of 60 librarians of Los Angeles city. Similarly, she held a 1-day conference with 60 young Mexican teachers in California elementary and secondary schools, in which the possibilities of encouraging other Mexican young people to undertake teaching as a profession were discussed and planned for.

A southern California conference was held at the University of California at Los Angeles during March. For this occasion Los Angeles County sent out 900 mimeographed circulars to stimulate interest. This was a 2-day session with 500 elementary, secondary, and college people represented. The program of the conference consisted of 8 round-table discussions, addresses, motion picture and slide presentations, and exhibits of teaching materials, bibliographies, sample units, and pamphlets. Eastern Oregon College of Education sponsored 3 conferences in cooperation with elementary school principals, the Eastern Oregon Library Association, and the Eastern Oregon Association for Childhood Education. Jersey City State Teachers College which had sponsored 3 State conferences on inter-American relations, prepared to organize the fourth in the series for the fall of 1942.

Workshops.—During the year, but chiefly during the summer, workshops were held at many of the centers for 2 or 3 days, or longer. In several instances the workshop covered a broader area of the social studies than inter-American problems, which were emphasized as part of the whole. Pennsylvania State College held a curriculum workshop sponsored by the State Association of Secondary School Principals. An inter-American unit of study was used with the demonstration group. The workshop for elementary teachers at Utah State Agricultural College met for a 2-week period. The group worked cooperatively to survey available materials in the inter-American field, to analyze their own State curriculum, and to develop units suggestive for other teachers.

Institutions connected with the center program, which held workshops in addition to those already mentioned were: The Universities of Michigan, Florida, Washington, Louisiana, Iowa, and California at Los Angeles; State College, Central and Western Colleges of Education of Washington, Claremont Colleges, and Arizona State Teachers College. The center at Winfield also held a workshop in preparation for demonstration lessons at the Winfield Fall Clinic. In Los Angeles County, workshops of a specialized kind were held for both elementary and secondary teachers of Mexican and other Spanish-speaking pupils. Burbank, Calif., reported the John Muir Conference on Provisions for Mexican Children. At the University of New Mexico there was a trio of workshops during the summer. A 2-week workshop was held in June for Albuquerque and Bernalillo County teachers. There was a workshop in the social sciences in which Latin America received attention; and a special workshop for teachers of Spanish-speaking children.

Teacher committees in Los Angeles County evaluated available Latin American materials. The New Jersey Art Teachers Association through a regional committee developed Latin American sections of an art unit.

Utilizing Community Resources

In Phoenix adult clubs studied Latin America during the year. In the Denver area the University had the cooperation of the Art Museum, the Library, the Symphony Society, the Adult Education Council and the Radio Council as well as many women's club groups. In Winfield the American Association of University Women, Sorosis, and the University Club developed programs on Latin America that tied in closely with the plans of the center. The center in Detroit worked in close cooperation with the Planner's Institute, consisting of representatives of 36 clubs of the city. Syracuse had the cooperation of some 26 clubs, church and lay groups, and service organizations in making theirs a total community program. The Albuquerque center reported that 90 people of the

community had contributed lectures or other assistance to the schools. This same city set up a community council consisting of persons interested in problems of Spanish-speaking peoples. In these days when a school curriculum is much broader than the walls of a school building, a Latin American program naturally extends out into the community.

Publications

The following publications were listed in the final reports of centers to the U. S. Office of Education. The April issue of the *Washington State Curriculum Journal* was devoted to Latin American studies. This same State issued 1,000 copies of its bibliography of books and materials (200 items) entitled "Our American Neighbors." The State of Kansas prepared a Latin American bulletin as a part of the war emergency program. The State Department of Education in Oregon delegated to a committee centered at Eastern Oregon College of Education responsibility for a Latin American Handbook.

The Utah Agricultural College published the results of its workshop in mimeographed form under the title "Inter-American Education in the Elementary School." There were many mimeographed publications issued by various centers such as: "Some Opportunities for the Understanding of Latin America Offered to Students of Spanish in the Pasadena City Schools," and "A Collection of Latin American Materials for Shelby County Teachers."

In several instances social-studies courses were analyzed for possible inter-American emphasis: Redlands, Calif., published a mimeographed pamphlet entitled, "Latin America in the Social-Studies Programs." In Detroit the social-studies department issued a bulletin showing where, throughout grades 3 to 12, Latin American materials could be introduced. In Florida an analysis was made of the State social-studies courses to see where Latin America could be given further emphasis.

A committee of teachers in San Bernardino County, with the assistance of specialists, prepared a manuscript under the title of "Inca Civilization" which provided background material for a unit on this topic.

The Elementary School of the University of California at Los Angeles prepared a number of reports covering many aspects of the inter-American field, including music, poetry, games, dances, book reviews, and several reports related to preparation of units of work.

Several centers such as Redlands, Syracuse, Winfield, Washington State, Shelby County, and others made bibliographies of available reference materials to be found in their respective centers.

At the University of Texas, Reginald C. Reindorp translated five selections from the Spanish which had not been previously available in English.

In several instances centers selected the best 10 units developed by teachers, mimeographed these, and made them available for distribution through State departments of education as in Webster Groves, Mo., and Shelby County. Of the many units developed in various centers some 730 were sent to the U. S. Office of Education. These represented a real contribution in time and effort on the part of teachers and supervisors. It is hoped that some of the representative units may be reproduced for distribution.

Special contributions.—Emphasis should be given to the contributions of the centers themselves. Without the interest and cooperaton given by local coordinators the project could not have gone forward to the same degree. Schedules of local coordinators were lightened in some instances. The following are specific contributions mentioned in final reports from centers:

The University of Florida granted funds to the local coordinator for visits to schools of 25 cooperating units. Approximately $200 was appropriated for books and $200 for Latin American realia. Syracuse University gave secretarial help to the local coordinator, and paid the annual retirement allotment for a staff member serving on the U. S. Office of Education staff. The Winfield Board of Education appropriated $500 for books and other Latin American materials to further the project. The University of Texas provided funds for Mr. Reindorp's translation project previously mentioned, including secretarial help. The State Department of Education in Washington added to the staff a person to carry the war emergency program. A major portion of his time was given to the inter–American program from March 9 to September 1. The State paid certain elementary, junior, and senior high-school teachers up to 2 weeks' salary to assemble available materials; paid for a full-time stenographer; granted travel expense to a staff member for 4,700 miles of travel; printed the April issue of the *Washington State Curriculum Journal* at a cost of approximately $500; paid for paper, mimeographing, and postage about $300; paid for materials $50. A conservative estimate of the investment made is placed at $3,500. San Bernardino County spent $500 for an additional supervisor to replace a permanent staff member who spent full time on the project; $50 per month for a part-time secretary, January–June 1942; and $50 for supplies. Lincoln School of Teachers College spent approximately $2,000 in salaries, and on publications that would not otherwise have been spent. In Shelby County the librarian bought 200 volumes on Latin America that would not have been purchased except for the emphasis on the project. Webster Groves spent approximately $500 on materials connected with the project, especially for the units for State-wide distribution.

ACTIVITIES OF THE U. S. OFFICE OF EDUCATION

In October 1941 the U. S. Office of Education began to lay plans for the demonstration center program. An advisory committee of representatives from various divisions of the Office held eight meetings during the period October 1941 to July 1942. These persons were: Nora E. Beust, Senior Specialist in Library Materials; Mrs. Katherine M. Cook, Chief, Division of Special Problems; Beulah I. Coon, Agent, Studies and Research, Home Economics Education; Ben W. Frazier, Senior Specialist in Teacher Training; Bess Goodykoontz, Assistant U. S. Commissioner of Education; Carl A. Jessen, Senior Specialist in Secondary Education; Helen K. Mackintosh, Office Coordinator for the Project; William T. Melchior, Office Supervisor; John C. Patterson, Chief, Division of Inter-American Educational Relations. The contributions of the committee assisted materially in the development of the program. The Office staff which carried on the various activities described consisted of the following persons:

Bess Goodykoontz, Assistant U. S. Commissioner of Education, under whose direction the project operated; Helen K. Mackintosh, Senior Specialist in Elementary Education and Office Coordinator of the Project; William T. Melchior, Professor of Education, Syracuse University, and Office Supervisor of the Project; Bertie Backus, Principal, Alice Deal Junior High School, Washington, D. C., field representative in the Eastern and Midwestern areas; Helen Heffernan, Chief, Division of Elementary Education, California State Department of Education, field representative in the Western area; L. S. Tireman, Professor of Education, University of New Mexico, field representative in Southern and Southwestern areas; Juanita MacDougald Melchior, Professional Assistant to the project; Mrs. Irma Labastille, Consultant in Music (part-time); Señorita Mabel Isabel MacCrimmon, Consultant in Art (part-time); Richard Perdew, Bronxville, N. Y., schools, Consultant in Social Studies (part-time); Gladys Kotter, Brigham Young University, Consultant in Social Studies, Utah (part-time); Lorna Call, Brigham Young University, Consultant in Social Studies, Utah (part-time). In addition, Florence Hall, Specialist in Spanish, was generously loaned to the project on several occasions by the Coordinator's Office.

These staff members made a total of 183 visits to centers or to cooperating units of the centers. Special consultants made 40 visits to centers. The Office staff wrote 704 letters to 131 persons connected with centers; 696 letters to 452 persons not connected with centers; and 258 letters to field representatives. In addition to these activities there were many Office conferences with persons connected with other Government agencies, or from outside Washington. A series of 7 newsletters was prepared and sent to all persons connected with centers, who requested them, and to representatives of educational and other agencies. Descriptions of activities were shared through this medium. The Office supplied to each center a total of 94 items—bulletins, pamphlets, mimeographed materials, many of them made available through the Office of the Coordinator of Inter-American Affairs or the Pan American Union, free of charge or purchased at little cost.

Some of the success of the project was due to the contributions of other divisions of the U. S. Office of Education. Dr. John C. Patterson, Chief, Division of Inter-American Educational Relations and a member of the advisory committee to the project cooperated in many ways. The School Service Section of this same division supplied single copies of a considerable number of materials for distribution to centers. The Library Service Division made available to centers general exhibits of books, realia, and copies of bibliographies. The Information Exchange on Education and the War prepared and circulated a series of loan packets entitled "Inter-American Friendship and Understanding."

By means of these various activities the program touched the local coordinators in 31 centers; the supervisors, principals, or teachers who served as chairmen for the project in approximately 300 separate cooperating units; hundreds of classroom teachers who participated in carrying on the instructional programs in the classroom; and thousands of children and young people. Not only increase in knowledge and in genuine understanding of our southern neighbors, plus changed attitudes toward them, but the opportunity for a whole school system to concentrate on a common problem including all levels and all subjects was a definite outcome of the activities of demonstration centers. If this project can be made a long-time program in appreciation of other cultures, there can be a big step forward not only in educational programs in and of themselves, but in national and international relations as well.

The Inter-American Demonstration Center Project may well be considered as an illustration of cooperative effort on the part of national, State, and local school people for the solution of a problem. It represents one step toward a better coordination of a program on national, State, and local levels. In three instances the State department of education served

as a center. In others, the State superintendent appointed a staff member to visit the centers with the field representative.

The need is for a broader program to cover sections of the country not touched by the activities of the current year. An intensive program would call for a greater number of field representatives, since it is the encouragement of personal visits at intervals that will keep the Inter-American Project continuously in the foreground of thinking for the teacher, the administrator, and the school. This is especially true in a wartime period when the competition of many war-related activities for time and space in the school program is especially keen. In terms of a long-time view of international relationships, the program devoted to a study of the other Americas will yield lasting dividends in friendship and genuine understanding.

NOTE.—Acknowledgment is made to the Los Angeles public schools for the picture on the front page.

FOR SALE BY THE SUPERINTENDENT OF DOCUMENTS, U. S. GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C. • PRICE 10 CENTS